DOCUMENT RESUME

ED 352 458 CE 062 536

AUTHOR Ashley, William L.
TITLE Funds for Educational Equipment: A Grant Writing Guide. TEK Education Guide. Second Edition.
INSTITUTION Ohio State Univ., Columbus. Center on Education and Training for Employment.
SPONS AGENCY Tektronix, Inc., Beaverton, OR.
PUB DATE 91
NOTE 51p.
PUB TYPE Guides - Non-Classroom Use (055)

EDRS PRICE MF01/PC03 Plus Postage.
DESCRIPTORS *Educational Administration; *Educational Equipment; *Educational Finance; Educational Planning; Educational Resources; Financial Support; Grants; *Grantsmanship; Postsecondary Education; *Private Financial Support; Program Proposals; *Proposal Writing; Secondary Education; Technical Education; Vocational Education

ABSTRACT

This guide's introduction, three sections, and two appendices elaborate on each of these steps it recommends when applying for funds to purchase educational equipment: (1) assess program needs and write a justification for the support sought; (2) review and select the funding sources that are the most appropriate; (3) develop and submit a well-planned and carefully prepared proposal to request and justify support; and (4) follow up the proposal with appropriate communications to the sponsoring organization. Section 1 presents information on various federal and state organizations and agencies that provide funds to educational programs. Section 2 provides recommendations and instructions for identifying program equipment needs and selecting funding sources. Section 3 presents guidelines, information, and directions to follow in preparing grant proposals and applications. Appendix A lists 54 foundations and funding organizations, along with information on what activities and items they typically fund and how to contact them. Appendix B contains the following worksheets proposal writers and managers may find helpful: proposal development and sign-off schedule; outline of a typical proposal; activity-task planning schedule; project timeline; personnel utilization matrix; sample format for a budget summary; and proposal checklist and evaluation form. The document concludes with six references. (CML)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED352458

TEK
Education
Guide

SECOND EDITION

Funds for Educational Equipment:

A Grant Writing Guide

Presented by
Tektronix®
COMMITTED TO EXCELLENCE

Developed by

CENTER ON EDUCATION
AND TRAINING FOR EMPLOYMENT
THE OHIO STATE UNIVERSITY

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☑ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

C Hanson

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

BEST COPY AVAILABLE

CE062536

FUNDS FOR EDUCATIONAL EQUIPMENT:
A Grant Writing Guide

William L. Ashley, Ph.D.

Center on Education and Training for Employment
The Ohio State University
1900 Kenny Road
Columbus, Ohio 43210-1090

1991

FUNDING INFORMATION

Project Title: Funds for Educational Equipment:
A Grant Writing Guide: Second Edition

Source of Contract: Tektronix, Inc.

Contractor: Center on Education and Training for Employment
The Ohio State University
1900 Kenny Road
Columbus, Ohio 43210-1090

Executive Director: Ray D. Ryan

Disclaimer: The material in this publication was prepared for Tektronix, Inc. The contractor was encouraged to express freely its judgment in professional and technical matters. Points of view or opinions do not, therefore, represent official Tektronix policy.

Discrimination Prohibited: Title VI of the Civil Rights Act of 1964 states: "No persons in the United States shall, on the ground of race, color, or national origin, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance." Title IX of the Education Amendments of 1972 states: No person in the United States shall, on the basis of sex, be excluded from participation in, or be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance." Therefore, the Center on Education and Training for Employment Project, like every program or activity receiving financial assistance from the U.S. Department of Education, must be operated in compliance with these laws.

TABLE OF CONTENTS

FOREWORD v

INTRODUCTION 1

SECTION ONE. SOURCES OF FUNDS 3

- Federal Funding 3
- State Funding 4
- Local Funding 5
- Foundations 6
- Equipment Donation 9

SECTION TWO. SELECTING FUNDING SOURCES 11

- Assess Program Needs 11
- Select Funding Sources 12

SECTION THREE. PREPARING A PROPOSAL 15

- Helpful Hints 15
- Write the Proposal 16
- Review the Proposal 20
- Submit and Follow-up 20

APPENDIX A. LIST OF FOUNDATIONS AND FUNDING ORGANIZATIONS 23

APPENDIX B. SAMPLE FORMS AND FIGURES 41

REFERENCES 51

FOREWORD

Tektronix, Inc. is a world leader in the development, manufacture and sales of state-of-the-art electronic test instruments for industrial, research, and educational uses. The corporation fulfills its leadership goals by continually seeking ways to enhance the quality of educational and training programs for electronics technicians.

In response to continuing requests for the Funding Guide, Tektronix and the Center on Education and Training for Employment have prepared a revised and updated edition which contains 30 new listings for sources of funding. The guide targets those organizations and foundations that provide funds for educational programs and equipment. The information will make seeking funds an easier task.

The Center extends thanks to Mrs. Marion Caryl, Product Marketing Manager, Tektronix, Inc., for her leadership and suggestions in developing this guide. Appreciation is extended to Dr. Max Lerner, formerly chancellor, Ohio Board of Regents, for his critique of the publication. Thanks also is extended to William Ashley, Senior Research Specialist, and Judith Goff, Program Associate, for their efforts in developing this publication; and to Abigail Hurd and Monyeene Elliot for their assistance with typing and word processing tasks.

Ray D. Ryan
Executive Director
Center on Education and Training
for Employment

INTRODUCTION

The rapid technological changes in today's world have made it more difficult for secondary and postsecondary schools to keep their technical programs up-to-date with new technologies. Programs are capable of providing students with current theoretical knowledge, but often face financial constraints in providing hands-on experience with the latest industrial quality equipment. Because of the pace at which new equipment becomes obsolete, vocational and technical education faculty and administrators are always on the lookout for new sources of money with which to purchase equipment. Acquiring supplemental grant funding is an attractive opportunity for many educators, but involves practices with which faculty members may not be completely familiar or comfortable. Secondary school systems and two-year colleges typically have an individual(s) who is responsible for preparing applications and requests for funding. However, the efforts of these individuals alone are seldom sufficient to meet all institutional needs.

This handbook is intended to help deans, chairpersons, and faculty members in vocational and technical education programs prepare proposals for grants to purchase needed equipment. A simple and easy-to-follow procedure for developing and writing proposals or grant applications is presented along with a list of funding agencies and foundations.

Each year, faculty members and administrators apply for and receive funds to enhance their educational programs. Grant programs sponsored by public and private agencies, such as the National Science Foundation and the Manufacturing Engineering Education Foundation, Society of Manufacturing Engineers (SME), annually award thousands of dollars in grants and equipment to schools.

There are many potential sources of funds and contributions available to help educational programs acquire equipment. Among the ones that often contribute regularly to schools are local industries, foundations, and, of course, education funding agencies (school boards, board of regents, and state departments of education). Not to be overlooked is the possibility of negotiating special discounts and contributions from major equipment manufacturers and/or vendors with whom your institution already does business.

When a school is considering a plan to purchase new equipment, it is a good idea to involve equipment manufacturers representatives in program planning activities from the beginning of the project. Manufacturers' representatives can help in considering all of the needs that a program may encounter as it grows, and can share insights gained through their involvement with other private and public sector customers who have developed similar programs. While vendors and manufacturers have a vested interest in your school's equipment purchases, they also are interested in preventing short-sighted purchasing decisions that could result in future dissatisfaction with their products.

Private sector companies depend on educational programs to prepare well-trained technicians whom they can hire. It is in their best interest to be involved in the development of high quality educational programs.

Preparing and submitting a successful grant application or proposal requires thorough planning, preparation, and follow-up on the part of the writer. There also must be adequate institutional support in

terms of administrative approvals, writing/reviewing, editing and clerical assistance, and help and support from colleagues.

If the first application does not succeed, corrective feedback should be obtained, the application then revised and re-submitted. A second attempt is much easier than the first, and when you do succeed, the feeling of accomplishment and the additional funds will be ample reward for your efforts. Of course, the funds and your efforts will also be appreciated by the administration, faculty, and students.

Preparing a successful proposal requires time, energy, and information. In order to win grants, you must achieve two major objectives:

- Identify the best source of support for your needs.
- Persuade the sponsor(s) that your educational program is an activity worthy of their support.

This guide has been organized to provide information and instructions about sources of funds and strategies that can lead to the development of successful proposals and grant applications.

Section One presents information on various federal and state organizations and agencies that provide funds to educational programs. A list of major foundations is also provided in Appendix A.

Section Two provides recommendations and instructions to follow in identifying program equipment needs and selecting funding sources.

Section Three presents guidelines, information, and directions to follow in preparing grant proposals and applications.

This publication suggests four basic steps to follow when applying for funds to purchase equipment:

1. Assess your program needs and develop a written justification for the support that you desire.
2. Review and select the funding sources that are the most appropriate to your needs.
3. Develop and submit a well-planned and carefully prepared proposal to request and justify support.
4. Follow up your proposal with appropriate communications to the sponsoring organization.

The following sections of the guide will elaborate on each of the above steps. As you read through the guide, begin your plans to develop a winning proposal to secure funds for your program equipment needs.

SECTION ONE

SOURCES OF FUNDS

As shoppers, we know to go to a grocery store for food, a furniture store for a bed, and a hardware store for a hammer and nails. The same principle applies when looking for funds. There are many sources of funding, each with its own objectives, funding targets and priorities, requirements and procedures, and accessibility. To be successful at winning grants, you must locate and apply to the sources that provide support for your needs. It may be necessary to seek funding from more than one source in order to meet all of your needs. Four major funding sources to consider are the federal government, state government, local sources, and foundations.

Federal Funding

Funding for equipment is made available by the federal government through subsections of various pieces of legislation. The common federal conduit for funding equipment in vocational and technical education programs is through formula-based state allocations.

Three major federal legislative acts that provide support for vocational and technical education programs are the Carl D. Perkins Vocational and Appplied Technology Education Act of 1990 (P.L. 101-392), the Higher Education Act of 1965 (P.L. 89-329), and the Job Training Partnership Act (JTPA) of 1982 (P.L. 97-300).

In changing the focus of the Perkins Act, Congress altered its stated mission. The purpose of the Act is "to make the United States more competitive in the world economy by developing more fully the academic and occupational skills of all segments of the population. This purpose will principally be achieved through concentrating resources on improving educational programs leading to academic and occupational skill competencies needed to work in a technologically advanced society."

NOTE: Of particular importance to the purpose of this funding guide is the new provision of the Act that establishes a new $100 million program for economically depressed areas to improve facilites and buy new equipment and carry out vocational education program improvements. Also, a new provision authorizes $125 million to create a new program for technical preparation education; encouraging pacts between secondary and postsecondry schools. The law will provide demonstration and planning grants for local education consortia.

The Higher Education Act of 1965 (P.L. 89-329) was drafted "to strengthen the educational resources of our colleges and universities and to provide financial assistance for students in postsecondary and higher education" (P.L. 89-329, p. 552). At least three sections of the Higher Education Act of 1965, as amended, provide for the purchase of equipment. Title III, Part A, of the amended Act (Strengthening Programs) provides funds to eligible institutions to improve their academic quality, institutional management, and fiscal stability in order to increase institutional self-sufficiency. Title III, Part C of the amended Act (Challenge Grant Program) provides funds to eligible institutions on a matching basis as incentives to seek alternative sources of funding. Title X, Sec. 1001 of the Act, as amended by the Higher Education Amendments of 1986 (Improvement of Postsecondary Education), is to assist educational institutions and agencies in improving postsecondary educational opportunities.

The Act authorizes job-training programs and job-placement assistance for economically disadvantaged youth and adults, the long-term unemployed, dislocated workers, and others facing serious barriers to employment. The JTPA has five sections as follows: Title I—Administration, Title II—Training Services, Title III--Dislocated Workers, Title IV—Federally Administered Programs, and Title V—Wagner-Peyser Act. A broad range of services and activities are allowable under the Act and education service providers are targeted for cooperative arrangements with local JTPA programs. There are a number of program requirements, restrictions, and limitations that apply to the use of funds. While there are programatic opportunities and funds for educational institutions to provide client training and employment services, the extent of financial support that can be used for equipment should be determined at the local level. Under JTPA, each state is divided into Service Delivery Areas (SDAs). A Private Industry Council (PIC) is established in each SDA to direct the program for that area. Each PIC develops a two-year plan for the programs that will be conducted. Applications to provide services to the PIC programs must be submitted to the local administrative office and must comply with local program goals and state and federal regulations.

For further information, contact your local PIC or the JTPA office of your state government.

The following acts are other sources of federal funding for equipment:

- The Adult Education Act (P.L. 100-297)
- Education Consolidation and Improvement Act of 1981, Chapter 2 (Subtitle D of Title V (P.L. 97-35 Section 561-596) and Chapter I (Title I)

Useful sources for information necessary to begin the process of seeking and applying for funding under individual federal education programs include the following:

- The ***Annual Guide to Department of Education Programs*** gives information on all grant programs conducted by the US. Department of Education. Write the Superintendent of Documents, Government Printing Office, Washington, DC 20402.
- The ***Federal Register*** is a daily publication that lists all federal-agency regulations and legal notices, including details of all federal grants competitions. For subscriptions, contact the Superintendent of Documents, Government Printing Office, Washington, DC 20402, telephone 202/783-3238. ($340 current annual domestic subscription price). Also check with major libraries for copies.
- The ***Commerce Business Daily*** is a publication issued every weekday listing the Department of Education's request for proposals (RFPs) for contracts. Available by subscription from Superintendent of Documents, Government Printing Office, Washington, DC 20402, telephone 202/783-3238. ($261 current annual domestic subscription price). Also check with major libraries for copies.

State Funding

Each state, usually through the State Department of Education, Division of Vocational Education, the State Board for Community Colleges, or the State Board for Higher Education, establishes procedures for funding its educational programs and distributing its share of federal monies. In compliance with the Carl Perkins Act, each state develops a state plan for vocational education which details how and where funds may be secured and how they may be used. Although states are organized differently, there are similar procedures in place regarding the distribution of state education funds.

Useful places to begin looking for information are the offices of the state director or supervisors of secondary and postsecondary education. Other sources of information include state legislators and the chairperson or clerk of the state legislature's education committee who will be able to inform you of current and pending legislation, budgetary allocations, and names of individuals who can help and advise you in preparing applications for state funding. In most states, the legislature makes funds available annually for the purchase of equipment through the state agency that governs the community colleges and other colleges and universities.

Because the states differ somewhat in their funding procedure, some telephone calling and perhaps one or more visits to agency offices may be required. You may first wish to talk to fellow educators in the local colleges, technical schools, and universities who have been successful in securing equipment funding.

Local Funding Sources

The primary method for obtaining new equipment is through your institution's annual budget. To get your share of the funds, first develop a long-range plan projecting program needs for new equipment. Use the program advisory committee to help develop a needs plan. Document the need for modern equipment to attract and keep students and prepare graduates for quality jobs. As a part of your planning effort, list the number of students served for the past several years and project the future enrollments. In a similar manner, list the job-placement record. Letters of support from the advisory committee can help your effort to obtain institutional funds for new and replacement equipment.

Another strategy to follow in seeking funds or donations for equipment is to contact local groups or individuals who are familiar with your school program and who have resources or can influence sources of help. When potential local funders can be shown that the program benefits the community, it is more likely that a favorable response will result.

A good procedure to follow when working with the local community is to compile a file of potential sources. In the file, maintain a record of each potential source, the type of funding they can provide, names and telephone numbers of contact people, and records of any contacts with them. The development and maintenance of a resource file should be an ongoing activity. It is important to check with other officials in your institution before pursuing new activities in order not to be in conflict with their efforts.

Local business and industry

Companies often welcome opportunities to contribute to their community by actively supporting educational programs in schools. When approached for contributions, companies are likely to contribute in one or more of the following ways:

- Provide members to serve on technical advisory group to lobby for resource for the school
- Donate equipment for training related to their particular business or industry needs
- Donate equipment produced by the company or used by it but no longer needed
- Lend their reputation and name or contribute personnel to head up funding drives
- Provide grants of money to make specific purchases of equipment

Many gifts of equipment can represent a tax write-off for a company. Since some of the gift items may not directly meet the needs of the school or college, each institution needs to develop an institution policy regarding such gifts. A policy may be to accept all donations, but to be under no obligation to keep equipment for a long period of time and to be allowed to dismantle equipment for replacement parts and/or salvage value.

Companies often employ an individual(s) to handle public relations. Contact the person in charge of public relations and arrange a visit to inform him/her about your programs and your needs. Be prepared to explain how their assistance will be publicized.

Companies also establish charitable foundations through which funds are given to local endeavors. The ***Ohio Charitable Foundation Directory*** lists all charitable foundations registered with the State Attorney General's office. Other states have similar directories. Use the directory to search for corporate foundations that provide funds to your program.

Local Philanthropy

Civic organizations, such as Kiwanis, Lions Club, or Jaycees, continually conduct fund-raising activities. Additionally, local benevolent organizations, i.e., Junior League and Women's Clubs, get involved in fund raising efforts. Contact these or similar groups in the community to solicit their interest or assistance with funding or donations for your program. For example, a local chapter of the Lions Club gave a welder to their local school after a club member heard about the need while attending the school's open house.

Don't overlook the gift-giving practices of individuals or families that contribute to various local causes.

Labor Unions

Labor unions have traditionally been interested in and supportive of educational programs. Unions may donate some of their time and/or money to training activities, and many also have an educational committee that works directly with the school or college systems.

Determine the interest and/or availability of union funds by contacting local or state union representatives. A local organization can refer you to the state labor council that is usually located in the state capital.

Foundations

Every year, foundations provide millions of dollars in grants to a wide variety of recipient organizations. Foundations are tax exempt and, to remain so, must give away a percentage of their assets annually. A percentage of educational support comes from foundations, and as government support for educational programs has declined, foundations have increased their assistance.

Foundation giving may range from a few thousand dollars to several million dollars annually. A few foundations will consider any type of proposal but most have particular interests and funding criteria. Foundations vary in the amount of grant money they will give to any one project, the type of projects they will fund, the geographic and organizational location of projects they will consider, and the duration of the projects they will fund. Many are quite specific about the kinds of projects they support.

Information Sources

There are many sources of foundation-related information available in most public libraries. If your institution has a development officer, obtain his/her assistance in locating and contacting foundations. Some foundations give regular institutional gifts and don't welcome individual proposals. A list of foundations that should be considered is provided in appendix A. The following publications provide detailed information about sources of funding:

- ***Corporate 500: The Directory of Corporate Philanthropy***--Corporations listed provide assistance for many disciplines and purposes. The profile on each foundation explains if it gives grants or in-kind donations, and to what types of organizations. All companies, regardless of size, that give over $500,000 for philanthropic purposes are included. ..

- ***How to Get Corporate Grants***--This document is an excellent source for non-profit organizations or any other groups searching for funds from corporate foundations. A 12-step approach to successful grant searching is listed.

  The above listed publications can be obtained from—
  Public Management Institute
  358 Brannon Street
  San Francisco, CA 94107

- ***The Foundation Center: Source Book Profiles***—Over 1,000 of the largest foundations in the United States are listed in this book. The profiles on each are in-depth and up-to-date. Information can be found alphabetically, by type of support, by subject or by geographic location.

- ***The Foundation Directory***--This is one of the primary sources when searching for information on independent, company-sponsored, or community foundations. The information is listed by state. Entries are short and concise with excellent descriptions. Five indexes are included, which makes finding the information easy.

- ***The Foundation Grants Index***--The largest foundations in America and a history of contributions are included in this source. Information is indexed by state and by subject/geographic identifiers.

- ***Foundation Updates***--This is a monthly publication featuring comprehensive profiles and analyses of some of America's private foundations. Funding information on featured foundations is very extensive. The document is published by the Taft Group, Washington, DC.

- ***National Data Book***--All currently active grant-making foundations in the United States are included in this two-volume source. Entries are arranged geographically by state and then by the amount of grant money given.

  The above listed publications can be obtained from—
  The Foundation Center
  79 Fifth Avenue
  New York, NY 10003

- ***Fund-raising, Grants, and Foundations: A Comprehensive Bibliography*** (C. Georgi and T. Fate)— This book is divided into three parts: (1) Reference Information Sources, i.e., government publications, national directories, and state and local directories; (2) Subject Information Sources, i.e., corporate social responsibility and philanthropy, and grantsmanship and proposal writing; and (3) a Basic Fund-raising Library which lists, alphabetically by name of publisher, who specializes in materials on fund raising and grants and foundations.

  The above listed publication can be obtained from—
  Libraries Unlimited, Inc.
  Box 263
  Littleton, CO 80160

- ***Ohio Charitable Foundations Directory***--Contains brief entries listing address, telephone number, restrictions, assets, contact person, and purpose for the 1,900 charitable organizations in Ohio. The directory is for use by Ohioans searching for funds from local foundations. Many other states have a similar directory. Check with libraries.

  The above listed publication can be obtained from—
  Attorney General
  Charitable Foundations Department
  30 E. Broad Street
  Columbus, OH 43215

Grant Programs

Funding agencies and foundations offer different types of grant programs in terms of the size and the type of awards. Funding agencies provide information about their grant programs through published announcements. State agencies send announcements to all applicants who are identified on their official "bidders list." Check with the business office to find out if your institution is on such lists.

Grant programs and application requirements will vary according to (1) the types of sponsoring organizations, (2) the amount of funds that are available, and (3) the kind of support that is provided.

Grant programs differ greatly in terms of the amount of the grants that are awarded and the allowable uses of funds. Funding sources may offer both major grant and minigrant programs. For the purpose of seeking and selecting an appropriate source, the general rule-of-thumb that applies to many grant programs is that "minigrant" awards range from several hundred to several thousand dollars, while "major grant" awards range from several thousands of dollars to tens of thousands. The size of awards may vary annually according to the resources of the funding organization and its program purposes and goals.

The amount of time and effort required to prepare a grant application will, to some extent, vary according to the amount of funds requested. Most funding sources usually require applicants to prepare proposals or grant requests that address topics such as the following:

- Need for the grant
- Program goals and objectives

- Plans for using the funds
- Benefits to be derived from funds
- Evidence of ability to complete the program
- Budget

Sponsoring organizations will generally provide applicants with a prepared set of forms to be completed and returned as part of a grant application. Others may give general instructions and format suggestions, leaving the preparation of most of the application materials up to the applicant. Section Two of this publication provides more information on the application process.

Equipment Donation

Many businesses and industries, from time to time, have equipment they no longer need and make it available as a donation to public institutions. Manufacturers or producers of equipment also make donations of excess inventory or demonstrator models of their equipment or products to worthy organizations. Major corporations that regularly make such donations include Data General Corporation, Control Data, IBM, Tandy Corporation, and Xerox. The public relations department of a company will provide information about their excess-property gift program if one exists.

SECTION TWO

SELECTING FUNDING SOURCES

The principal method of applying for funds from most foundations and agencies is to prepare and submit a proposal (or application). Preparing a winning proposal requires thorough planning, careful preparation and persuasive writing. Before a proposal is written, program needs should be identified and prioritized. Funding sources that are most likely to award grants based on the program needs should be identified. Suggestions for carrying out these two critical steps are discussed next.

Assess Program Needs

Before starting to search for potential funding sources, a full assessment of program equipment needs should be prepared. It will be necessary later, in the proposal development phase, to have such information at hand. And, knowing the extent and reasons for program equipment needs will be helpful in selecting the best potential funding sources.

The needs-assessment process will help in developing a strong justification for the intended requests. Determine and describe program objectives in terms of student learning outcomes and subsequent contributions to the community. Point out in concrete terms what additional program gains can be made if equipment needs are fulfilled. Explain how additional equipment will provide state-of-the-art training experiences for more students, or enhance technical skill levels, or broaden student employment opportunities, or address the economic development goals of the institution or program.

Develop a summary model of the program and show where additional funding will be used to more fully develop the curriculum. Identify all current sources of funds and indicate where they are or will be insufficient to meet projected needs for equipment. List all program needs, indicating which are one-time needs and which are continuous.

Develop a rationale and outline for the planned requests based on program objectives, student enrollment projections, technological up-date requirements, and/or special student learning enhancement goals. Compile data that will support the requests.

Part of the assessment should document how the institution has used prior funds effectively to develop and improve the educational quality of its programs. Funding organizations will look favorably on a positive track record in acquiring and wisely using funds from other sources as evidence that your program is a sound investment.

If matching funds from regular or special sources will be used, list such contributions and explain how they will be combined with the requested support to maximize the impact on program improvement.

Once program needs have been identified, a sound justification for additional support developed, and the level of funding needs projected over time, start the search and selection process for potential sources of funds.

Select Funding Sources

Organizations and agencies that award grant funds to applicants do so according to master program plans. Funding plans typically will project goals, objectives, and funding allocations for one or more years into the future. Some organizations fund a broad range of applicants and program requests while others limit their grants to specific types of programs, organizations, or regions of the country. Funding organizations provide detailed information about their programs through public announcements, published brochures, or grant application packages.

First select from the general references listed in the previous section the most promising sources of funding, then contact each organization and request their grant application package. The materials in an application package usually describe the organization's purpose, structure, funding priorities, proposal requirements and procedures, schedule and amount of awards, and special instructions and forms to be used in preparing a proposal. If, after reviewing the application information, there are questions regarding the match between program needs and the funding organization's priorities, use a personal letter or telephone contact with a representative of the organization to get answers to your questions. The more completely you understand a grant program, the better your chance of writing a winning proposal.

When contacting a potential funding source, first determine if your application will fit their priorities and if your institution is an eligible applicant. If the initial response is favorable, explore the following questions:

- Who is the most appropriate person to talk with concerning your program needs?
- Will your request meet the organization's goals and objectives for the next funding cycle?
- Should a preliminary proposal or concept paper be submitted before a full proposal?
- What amount of total funding is available, what size grant awards will be made, and how many awards are planned for the forthcoming cycles?
- Are partial awards made and under what conditions?
- Will the funding organization provide information about applicants they have funded in the past?
- What special features or conditions could you incorporate to strengthen your application (e.g., matching funds, private sector support)?
- What are the cyclical deadlines for submitting an application?

If additional printed materials are available from the organization, request a copy for review. To obtain more information about an organization, do the following:

- Contact previous grant applicants (winners and losers) for insights about their requests. Ask for a copy of their proposal.
- Contact individuals in other organizations or colleges who may have had dealings with perti nent funding organizations. People who write or read proposals regularly may have a wealth of information to share even if they apply to different funding sources.

- Contact members of charitable bodies, school boards, state representatives or their staff, U.S. representatives and senators or their staff, and local civic and business association leaders to explore their willingness to help you.

After learning as much as possible about the potential funding sources and selecting those to which you will apply, the next task is to prepare a proposal. The next section addresses the proposal-preparation process.

SECTION THREE

PREPARING A PROPOSAL

A successful proposal is a triumph of careful planning and preparation. Successful proposal writer(s) will take adequate time and care to analyze program needs and then apply to the most promising sources of funding. Time spent in thoughtful preliminary planning will make the proposal writing tasks easier and the final proposal more competitive.

Helpful Hints

Experienced proposal writers often try to view their submission from the perspective of the funding organization by asking the kinds of questions that the reviewers will ask. The following questions represent typical concerns of a funding agency.

- Is the main idea clearly and logically presented?
- Does the project merit the amount of money requested?
- What distinguishes the proposed program from all other applicants?
- Is the content and style impressive and worthy of final consideration?
- Are assurances given that the funds will be spent wisely?

The following suggestions reflect some of the proposal elements that reviewers look at in making their preliminary review.

Follow the format requested by the funding agency or copy the format used in previous successful proposals. Be sure to include all of the required pieces and do not include extraneous or expensive-looking brochures or enclosures as they may send a wrong message regarding your cost concerns.

Write the program objectives in terms of measurable results that reflect important outcomes for students, faculty, the institution, and/or the community at large. Think of program results that would make good newspaper stories.

Be sure to prepare a careful explanation of how the requested funds will enable your program to meet the program objectives. Funding organizations look for assurances that the funds they expend will result in positive outcomes.

Avoid the use of obscure language and convoluted writing. Good proposals are clear, the key ideas are presented concisely, and the narrative is understandable to laypersons as well as experts in a field. Try to state the key concept of the idea underlying your proposal in one sentence. If your proposal offers overly complex or too many alternative approaches, it may be judged as overly-technical or lacking in focus.

Attempt to demonstrate confidence in the approach, ideas, and outcomes. Avoid broadcasting self-doubt with "ifs" and "buts" and "maybes". State what will be done and, when in doubt, do not propose risky ventures.

Data, especially in the form of numbers and graphs, help make a strong case. Data should come from reliable sources and present or support needs, timetables, specific evaluation plans, and so forth. For example, show the cost per student over several years to highlight the return on the investment.

Strong proposals show the readers that the outcomes to be achieved will be of value to more than one group. Whenever possible, include evidence that your program is well thought of and supported by others, especially persons or organizations outside your institution. Examples of such evidence may include the following:

- Letters of support from those involved in or affected by your program
- Evidence of the support of outside volunteers
- Advisory panel evidence showing the need to keep the program up-to-date
- Evidence of in-kind contributions of equipment supplies, staff, and the like from local businesses, civic organizations, and so forth

Good proposals do not ask for funds for programs that should be getting regular funding from within your system nor do they ask for money to conduct a program that has been tried and proven inadequate by others. Funders look for innovative but reasonable projects that deal creatively with real issues.

Where practical, try to include some sincere form of recognition of the funder. For example, corporate foundations or individual philanthropists often like having a facility named after them, a plaque noting their donation, invitations to see the program in progress, invitations to testimonial affairs or program-related ceremonies, and publicity in newspapers or television newscasts of their philanthropy. These strategies are traditional ways of getting people into the mood for giving.

Also know that funding decisions are sometimes made independent of the proposal process. Funding organizations do provide funds to individuals and groups they know and trust, regardless of the quality of proposals from unknown applicants. Funders tend to rely on personal contact, respect, and trust to fill in for lack of information in a proposal. Nothing can replace personal contact with the funders because funding is a people business.

Write the Proposal

After program needs have been assessed and documented and potential funding sources have been selected, it is time to write the proposal. A helpful tool in managing the proposal writing process is a proposal development sign-off schedule. Such a schedule can be constructed on a single sheet of paper and should provide space for (1) the title of the proposal, (2) essential information about the funding organization, (3) the names of writers and reviewers, and (4) a columnar list of the critical steps such as writing, reviewing, typing, sign-off and mailing, with sign-off spaces to the right of each step. Figure 1 in appendix B presents a sample form.

When developing the time schedule for writing a proposal, start with the final date on which the proposal will be mailed and plan backwards to establish all the preceding dates. Allow adequate time for each step. Don't plan on each activity being completed on time. Allow for delays due to such common causes as busy schedules, writers taking more time than expected, reviewers suggesting a lot of changes, and unexpected budget revisions. After an initial schedule has been developed, share copies of

the time line with each person who will be involved in the proposal development process. Don't forget clerical and duplication staff, as their role is absolutely essential to the process.

The following pages describe each of the major sections that are usually included in a proposal. Figure 2 in appendix B presents an outline of a suggested proposal format.

Title Page

A title page for a proposal may contain a number of important pieces of information such as the (1) proposal title, (2) funding organization name, (3) principal investigator's name, (4) project time span (start and end dates), (5) amount of funding requested, and (6) date of submission. Check with your institution's business office, as a standard or preferred format may be required. As an alternative, a separate title page and signature page may be included. This will simplify the format and provide space for all necessary information. When the funding organization requires a specific format, it should take precedent.

Abstract

The purpose, activities, and outcomes of the proposed project should be described in 150 to 300 words in the abstract. It is helpful to write a preliminary draft of the abstract before writing the full proposal. Doing so will help clarify the key ideas, intent, and accomplishments that are to be proposed. A copy of the abstract should be shared with the other writers and reviewers to help them understand, write, and/or critique the proposal. In the course of the proposal writing process, some elements may be changed from the original ideas. The original abstract will serve as a standard against which the appropriateness of the changes that may have been made can be judged. After the full proposal has been written and revised, the abstract should be reviewed and revised, if necessary.

Introduction

A typical introduction will have a Background subsection that presents important information about the proposing institution, its mission, situation, and particular problem or need that is being addressed in the proposal. Background information should show that the institution has the capacity to conduct the proposed project by summarizing similar previous projects, programs, or activities that were successfully completed. Present essential facts about the institution's mission, size, history, number of students served, annual enrollment, measures of effectiveness, relationships with other organizations and past uses of funds that have been obtained.

The Statement of the Problem subsection should describe the need that will be addressed with the funds that are being requested. Proposals may have to make their way past several sponsor reviews and approval points before they receive final approval for funding. During the first and perhaps second review cycles, reviewers may retain or eliminate proposals on the basis of the information presented in the statement of the problem/need section. By developing the strongest statement of the problem and need to be addressed, a proposal will have its best chance of passing the early cuts.

The information that was compiled during the preliminary needs-analysis process should be presented in a concise summary with supporting data presented or referenced and included in an appendix. This is the place in the proposal to make the strongest case about the importance and worthiness of program needs to the funding organization reviewers. The costs of not resolving the problem/need should be carefully and accurately explained so that the most favorable evaluation of the request can be determined by the sponsor. Likewise, summarize the expected general benefits that will accrue from the use of the requested funds.

The Project Objectives subsection is the place to present the specific intended outcomes of the proposed project or activity. The examples that follow represent one style of stating objectives.

The proposed project will use the requested funds to:

- establish an up-to-date instructional program that will prepare individuals for advanced technical careers in the field of laser-optics, or
- develop a self-paced individualized curriculum to train physically handicapped students for a career as an electronics equipment repair technician, or
- expand the computer-aided learning resource center to accommodate an increased number of women into the technical literacy program.

Further details about the objectives and outcomes of the program can be presented in a narrative section following the statements. The objective statements should present the most important factor that will be of interest to the potential sponsor, such as a special student population being served, a specific industry or career field that is targeted, or a special economic development goal being addressed. Try to catch the sponsor's interest and support with the use of bulleted (perhaps bold-typed) objective statements. Make this subsection hard-hitting and solid in terms of valuable results and important differences that can be achieved only with the sponsor's help. If the reviewer support is lost at this point, the quality of the remaining proposal will be of little consequence.

Plan of Action

The Plan of Action section should present a detailed explanation of the procedures and activities that will be conducted. In the Activities subsection, give an overview of the plan to start, operate, and complete the proposed project. List major steps or phases of operation in a way that makes clear to the reader what will be done and when the stated objectives will be achieved.

In the Tasks subsection, present more detail about each of the activities and the steps that will be carried out. A way to organize this section is to list the phases, activities, and tasks that will occur throughout the project. Number each of these items so that their order and relatedness is clear, as shown in the following example:

(Phase) 1.0 Prepare state-of-the-art instructional materials needed to train students for entry-level positions as electronics equipment repair persons upon graduation.

(Activity) 1.1. Adapt existing instructional materials for use in the proposed electronics training program.

(Task) 1.1.1 Assemble relevant instructional materials already available at the school.

(Task) 1.1.2 Conduct a literature search to uncover additional resource materials.

(Task) 1.1.3 Examine the existing materials and select those appropriate for adaptation for the proposed program.

(Task) 1.1.4 Modify elements of the selected materials, where needed.

The text in this subsection of the proposal should describe each of the activities and tasks in order, indicating their number in each paragraph. The task numbers are included on the time line schedule in the next subsection to make it easier for readers to understand when the various activities and tasks will take place. (See figure 3, Activity Planning Schedule, and figure 4, Project Time Line in appendix B).

The Time Line subsection should include a calendar of events accompanied by any necessary notes or text. Use the outline of phases, activities, and tasks to determine where to place lines and symbols on the time chart to show when each part of the work begins and ends. Figure 4 (in appendix B) presents a sample of a partially filled in Project Time Line chart.

Staff Section

This section provides information on staff who will work on the project, including their roles, responsibili-ties, and qualifications. A table may be used to show the amount of time per month each staff person will spend on the project over its duration. It is advantageous to name the persons who will fill the project positions, and add a few words on the qualifications of each. An example off a staff matrix is presented in figure 5, appendix B.

Facilities Section

This section describes the facilities (buildings, labs, classrooms, etc.) in which the program will operate. In particular, describe any features that are important to carrying out the project work. Include a floor plan or other drawings that will clarify your plans.

Evaluation Section

This section describes in detail the methods to be used to evaluate the outcomes or success of the proposed program. (This discussion should not appear in the Methods subsection earlier, though evaluation activities will have been mentioned there.) Be very precise in describing the evaluation procedures. The evaluation methods and measures should relate directly to the objectives of the project and should indicate how the degree of success will be measured. Plan and describe the evaluation findings as though they will be used to support another proposal for funds to follow up the work of the current program. It is a good idea to include, in an appendix, copies of any existing assessment of evaluation instruments that will be used in the program.

Budget Section

The budget section should identify each item of cost separately. Items may be grouped into budget categories such as salaries, fees, tuition waivers, equipment, and so forth. If the proposed work will extend over more than one year, prepare a total budget, followed by a year-by-year breakdown. A common format for a proposal budget is illustrated in figure 6 in appendix B. Your institution may have a standard budget form that should be used.

Indirect costs for overhead and administration usually are not charged directly to a project. Most institutions usually have a standard indirect charge rate which is applied as a percentage of their direct costs. Most funding organizations have limits on the amount of indirect costs they will pay. It is essential

to check with a representative of the funding agency to be sure that your institution's indirect costs are within their guidelines.

Capacity Statement

A description of the resources and past achievements of your institution and/or program(s) should be presented in a capacity section to show its ability to carry out the proposed project. The capacity statement needs to show that the proposed project will be conducted successfully and in a manner that will make the sponsor proud to have been a part of the work. Be confident and positive without sounding arrogant. The best approach is to provide supporting data, with as little self-congratulation as possible.

Resumes Section

Resumes are included in a proposal to show that the staff are properly experienced and qualified to do the work that is proposed. Resumes are included as an appendix to the proposal. If there is a position to be filled, it is appropriate to include the credentials of a person who will be hired if the project is funded.

There are many formats for resumes. Unless the funding organization stipulates a particular format, one is as good as another. Make sure, however, that all resumes appearing in the proposal have the same format.

Review the Proposal

After the proposal has been written, it is very helpful to have it reviewed by individuals within your institution prior to sending to a funding organization. You may wish to have individuals outside your institution review the proposal from a non-educator perspective. Perhaps members of a program advisory committee will critique the proposal if asked in advance. A reviewer check list is provided in figure 7 in appendix B and should be used to help reviewers focus their attention and comments. After reviewer suggestions are collected, carefully review each one and make revisions as are deemed appropriate. Don't be a slave to reviewers' suggestions but use them as a guide to improve the quality and clarity of information in your proposal. Also, send an expression of appreciation to every person who reviews the proposal, and notify them of the results, win or lose. They will be more likely to help you in the future if you recognize their contribution.

Submit and Follow Up the Proposal

Following the completion of the review process, make all final changes and prepare a final typed copy of the proposal. Proposals are usually double-spaced, with margins of 1 1/4 inches on the left side and 3/4 inches on the right side of the page. Number the pages for easy reference.

Duplicate enough copies to send to the foundation or agency and to share with the appropriate individuals in your institution (writers, reviewers, administrators, business office manager, and so forth). Have the copies reproduced on good quality paper using an offset press or photocopier. A colored cover stock is appropriate, as is spiral binding.

Mail the copies to the funding organization through registered mail and keep the postal receipt as evidence that your proposal was sent on time. After the proposal has had adequate time to be delivered and logged in the appropriate office, you may wish to call and confirm its arrival.

Agencies and foundations notify applicants as to their proposal disposition, usually by the date indicated in their grant announcement. If you have not received notification within a reasonable number of days after the announcement date, call the agency and inquire about your proposal.

The agency or foundation may request additional information after reviewing your application. Be prepared to suply additional support and clarifying information by maintaining an orderly file of items that are related to your project scope, organizational capacity, fiscal issues, and budget, as well as evidence of need for your request.

In the event your proposal is not funded, request as much evaluative feedback as can be provided to help you improve your next attempt.

APPENDIX A

LIST OF FOUNDATIONS AND FUNDING ORANIZATIONS

LIST OF FOUNDATIONS AND FUNDING ORGANIZATIONS

Abbott Laboratories
Abbott Laboratories Fund
D 382, AGP6C - Abbott Park
North Chicago, IL 60064
Contact: Dr. Charles S. Brown, President

Funding both directly and through fund. Giving both internationally and nationally but primarily in company operating area. Forty-five percent of funds given to education. Priority is given to organizations servicing communities in which the company has operations or employee populations and to institutions which provide education or service to present or potential employees. Applications for funds accepted all year. Initial contact made by letter.

Affiliated Publications, Inc.
The Boston Globe Foundation
135 Morrissey Boulevard
Boston, MA 02107
(617) 929-2895
Contact: George M. Collins Jr., Executive Director
Suzanne T. Watkin, Associate Director

Giving primarily in the Boston area. Will fund equipment. Education received 27 percent of funds. Applications accepted all year. Initial contact by letter on organizational letterhead requesting proposal outline.

Alcoa Foundation
1501 Alcoa Building
Pittsburgh, PA 15219
(412) 553-4696
Contact: Charles L. Griswold, President

Grants chiefly for educational, cultural, health and welfare, civic and community development, and youth organization purposes. No grants to individuals, endowment funds, religious organizations, or elementary schools; funds to secondary schools only through an educational matching-gift program. Report published annually. Program policy statement and grant application guide lines available; initial approach by letter; submit one copy of proposal; board meets monthly.

American Express Company
American Express Foundation
American Express Tower
World Financial Center
New York, NY 10285-4710
(212) 323-2000
Contact: Mary Beth Salerno, Director, Philanthropic Foundation

No grants given to secondary education. International and national giving (mostly in areas of company operations). In education, the foundation works with existing educational systems and also helps with start-up training, research, and curriculum projects. Applications are accepted all year. Initial contact by letter describing the project and requesting guidelines brochure and application form.

Amoco Corporation
Amoco Foundation, Inc.
200 E. Randolph Drive
Chicago, IL 60601
(312) 856-6306
Contact: Bob L. Arganbright, Executive Director

No grants given to secondary schools. Grants are primarily given in areas where company operates. Foundation gives 50 percent of funds to education. Special areas of interest are in engineering, sciences, opportunities for minorities. Applications accepted all year. Initial contact should be a two-page letter describing organization, project, and other required details.

Anheuser-Busch Companies, Inc.
Anheuser-Busch Foundation
Anheuser-Busch Charitable Trust
One Busch Place
St. Louis, MO 63118
(314) 577-2453
Contact: Nancy Calcitera, Assistant Secretary

Funding provided directly by company as well as through Foundation and Trust. Most Trust giving in St. Louis. Most grants given in company operating areas. Applications are taken all year. Initial contact is a full proposal.

Apple Education Foundation
20525 Mariani Avenue
Cupertino, CA 95014
(408) 996-1010

The Apple Education Affairs Grants Program offers grants of computer equipment to support projects which use microcomputer technology to create new ways of learning and teaching. These awards are designed to encourage the integration of computers with daily classroom curricula, including applications of existing software to a variety of subjects and inter-disciplinary studies. A concept paper must be submitted and approved prior to submitting the final proposal.

Ashland Oil, Inc.
Ashland Oil Foundation, Inc.
P.O. Box 391
Ashland, KY 41114
(606) 329-4525
Contact: Judy B. Thomas, Foundation President

Giving primarily in company operating areas. Education received 50 percent of corporate giving and 60 percent of foundation giving in 1985. An area of special interest is engineering programs. Applications accepted all year. Initial contact by letter.

Atlantic Richfield Foundation, The
515 South Flower Street
Los Angeles, CA 90071
(213) 486-3342
Contact: Walter D. Eichner, Executive Director

Funding support largely for higher education, community funds, the arts, and hospital building funds where there is a usage factor by ARCO employees, mainly in areas of Company operations. No grants to individuals, for endowment funds, sectarian religious organizations, fraternal organizations or social clubs, veterans' organizations, specialized health organizations, or labor organizations. Report published annually. Grant application guidelines available in annual report; initial approach by letter; submit one copy of proposal; board meets quarterly in March, June, September, and December.

Burlington Industries, Inc.
Burlington Industries Foundation
3330 West Friendly Avenue
P.O. Box 21207
Greensboro, NC 27420
(919) 379-2441
Contact: Park R. Davidson, Executive Director

Funds provided by both corporation and foundation. Giving mostly in Southeastern United States. Contributions to higher education are a priority for the foundation amounting to 36 percent of funding. Applications accepted throughout the year. Initial contact by letter.

Burlington Northern, Inc.
Burlington Northern Foundation
999 Third Avenue
Seattle, WA 98104-4097
(206) 467-3895
Contact: Donald K. North, Foundation President

Funding through the Foundation primarily in the West and Midwest sections of the United States. Education receives 36 percent of funding and attention is focused on the improvement of the quality of education. Applications are accepted all year. Initial contact by letter, describing project and requesting annual report and application form.

Cabot Corporation
Cabot Corporation Foundation, Inc.
125 High Street
Boston, MA 02110
(617) 423-6000
Contact: Ruth C. Scheer, Executive Director

Thirty-five percent of giving is in Massachusetts. Most grants are in company operating areas. More than 90 percent of the funds are given through the foundation. Grants in education received more than 50 percent of funds with science and technology areas of special interest. Vocational training programs, especially for women and minorities, are favored. Grant deadlines are February, May, August, and November. Initial contact by phone to request printed guidelines and determine availability of funds.

CIGNA Foundation
One Logan Square
Philadelphia, PA 19103
(215) 557-5422
Contact: Jeffrey P. Lindtner, Executive Director

Funding provided to educational institutions on a national basis. Education receives 36 percent of funds. Will fund adult vocational training. Priority given to organizations and programs which are likely to produce the greatest rewards for the future. Applications accepted all year. Initial contact by letter.

The Continental Corporation
The Continental Corporation Foundation
180 Maiden Lane, 13th Floor
New York, NY 10038
(212) 440-7729
Contact: David J. Vidal, Assistant Vice President

Funding through both corporation and foundation. Most funding given in employee communities. More than half the funds are given to education. Applications preferred between September and November. Initial contact should be by letter.

Control Data Corporation
8100 34th Avenue South
P.O. Box O
Minneapolis, MN 55440
(612) 853-7410
Contact: Judith E. Alnes, Director of Public Affairs

Funding primarily in company operating areas. Special concerns of the corporation are: more jobs, specially more skilled jobs and better availability of technology. A major area of interest is the development of lower-division engineering curriculum with several engineering schools. The corporation will provide equipment, software and consulting assistance. Applications accepted all year. Initial contact by letter.

Data General Corporation
4400 Computer Drive
Westborough, MA 01580
(617) 366-8911
Contact: Edson D. de Castro, President

Giving primarily in northeastern United States, mostly in company operating area. Will donate printers and used computers. Corporation makes donations to close the gap between the need for talented people and their availability. Funding only for postsecondary education. Review of applications done between April and September. Initial contact by phone or letter to request application form and describe project.

Digital Equipment Corporation
Corporate Contributions Administrator
111 Powdermill Road
Maynard, MA 01754

Grants of computer equipment are awarded to institutions of higher education. The purpose of the program is to develop comprehensive engineering and computer science curricula, facilitate faculty and student research efforts, and provide time-sharing and networking capabilities. There are no specific deadlines.

Eaton Corporation
Eaton Charitable Fund
Eaton Center
Cleveland, OH 44114
(216) 523-4450
Contact: Frederich B. Unger, Director, Community Affairs

Some grants given nationally but most are given in areas of company operations. The corporation provides 15 percent of the funding and the remaining 85 percent is from the fund. Twenty-five percent of all funding goes to education primarily engineering, scientific, technological, and business related projects. Applications accepted all year. Initial contact by letter, describing project and requesting the annual report.

Exxon Education Foundation
111 West 49th Street
New York, NY 10020
(212) 398-2273
Contact: Caryn Korshin, Program Manager

Aids higher education in the United States through various programs in the areas of general education, integrative studies, innovations in teaching and learning, and economic research and management of higher education. Grants are to public and private colleges and universities and to professional higher education associations. Also matches Exxon employee and annuitant contributions to colleges and universities up to $3,000 each per year on a $3-to-$1 basis. No grants to individuals, for building or endowment funds, or operating budgets. Grant application guidelines available; initial approach by letter; submit five copies of proposal; board meets quarterly.

Exxon USA Foundation
800 Bell Street
Houston, TX 77002
(713) 656-3008
Contact: Harold A. Reddicliffe, Secretary

General giving, with primary emphasis on support of selected local community and national service activities; aid to education in engineering, earth science, business, accounting, and law disciplines at major colleges and universities; cultural activities and organizations; minority, environmental, energy, and free enterprise educational projects. Initial approach by letter; submit one copy of proposal, board meets as required.

Ford Foundation, The
320 East 43rd Street
New York, NY 10017
(212) 573-5000
Contact: Howard R. Dressner, Secretary

Grants primarily to institutions for experimental, demonstration, and developmental efforts that are likely to produce significant advances within the Foundation's fields of interest: improvement of educational quality and opportunity in schools, colleges, and universities, including alternative approaches to learning, school and university organization, management, and policy, training of teachers and administrators, research on learning, work on educational financing, increasing educational opportunities for minorities, scholarship and fellowship programs; resource management and ecology, analysis of energy policy, research on international environmental problems; support of minority-operated community development corporations; job training and manpower research; assistance to the severely disadvantaged including supported work experiments, and so forth. Program policy statement and grant application guidelines available; initial approach by letter; submit one copy of proposal, board meets quarterly in September, December, March, and June.

Ford Motor Company Fund
The American Road
Dearborn, MI 48121
(313) 322-8711
Contact: Ray C. Kooi, Director

Funding support largely for education, including matching gifts for colleges and universities and basic research grants; community funds and urban affairs; hospitals; and civic and cultural programs. No grants to individuals or for building or endowment funds. Initial approach by letter; submit one copy of proposal; board meets quarterly in January, April, July, and October.

General Electric Company
General Electric Foundation and GEF, Inc.
Building E1B
3135 Easton Turnpike
Fairfield, CT 06431
(203) 373-3216
Contact: Paul M. Ostergard, Foundation President

Giving is done on a national level with 58 percent of funding going to education. Equipment purchases funded in higher education. Foundation interested in strengthening math and science skills. Applications accepted all year. Initial contact by letter or phone.

General Mills Foundation
P.O. Box 1113
Mineapolis, MN 55440
(612) 540-3337
Contact: Executive Director

Giving primarily in areas of major company operations, with emphasis on the Minneapolis, Minnesota area. Examples of educational grants awarded to higher and secondary education are support in seed money and special projects. Applications accepted all year. Initial contact should be a proposal with a brief cover letter.

General Motors Foundation
3044 West Grand Boulevard, Room 13-145
Detroit, MI 48202
(313) 556-4260
Contact: Frank Schweibold, Manager

Grants largely for higher education, community funds, hospitals, and urban and civic affairs. No grants to individuals, for endowment funds, or special projects. Grant application guidelines available; initial approach by full proposal in one copy; contributions committee meets as required.

GTE Corporation
GTE Foundation
One Stamford Forum
Stamford, CT 06904
(203) 965-3620
Contact: Ann C. Robin, Secretary (foundation)

Some funding on a national basis but mostly in company operating areas. Grants are given through both the foundation and the corporation. Forty-two percent of giving is to education. June 30 is the application deadline for the following year. Make initial contact by letter.

Gulf Oil Foundation of Delaware
P.O. Box 1166
Pittsburgh, PA 15230
(412) 263-5191
Contact: E. E. Sheldon, Executive Director

Grants principally for higher education; some support for cultural programs, youth agencies, and health, welfare, and community service organizations. Initial approach by letter.

The Hammermill Foundation
P.O. Box 10050
Erie, PA 16533
(814) 456-8811
Contact: Robert J. Kilgore, Secretary

Funding to provide support for emergency funds, equipment and building funds. Giving in areas of company operations with emphasis on Erie, Pennsylvania. Deadline for application is May 1. Initial contact made by letter.

Hewlett-Packard
University Grants Manager
3000 Hanover Street
Palo Alto, CA 94304

The Hewlett-Packard philanthropy is characterized by national programs which stress enhanced understanding of science, engineering, technology, and medicine. Equipment Grants are made to teaching laboratories of four-year universities, colleges, and teaching hospitals. Proposals should state "hands on" use by students. Proposals must have been developed by the requesting faculty member with the aid of a Hewlett-Packard sponsor. A "sponsor" is an HP employee who has occasion to visit the campus on business, often as a member of a recruiting team, and who possesses first-hand knowledge of the coursework and the proposed utilization. Proposals received prior to 7/1 may be considered for the following calendar year.

Houston Endowment, Inc.
P.O. Box 52338
Houston, TX 77052
(713) 223-4043
Contact: Marshall F. Wells, Grants Coordinator

Funds for the support of charitable, educational, or religious undertakings. Grants largely for higher education (scholarships, buildings, and equipment) and health care facilities (construction and equipping of hospitals) but also including some cultural and religious activities, with highest priority placed on local and state needs. Initial approach by letter; submit one copy of proposal; board meets monthly.

Indiana Corporation for Science and Technology
One North Capitol Avenue, Suite 925
Indianapolis, IN 46204-2242
(317) 635-3058
Contact: Dr. Dale Harris

Funds are available for application-oriented research which must lead to some product, process, service or other marketable item to enhance Indiana's economy.

International Business Machine Corporation
2000 Purchase Street
Purchase, NY 10577
(914) 697-7510
Contact: A.N. Scallon, Director, Corporate Support Programs

Educational funding is the primary focus of funding. Many of the educational grants are in the areas of science and technology. Grants can take the form of cash or equipment donations. Giving is on an international and national basis. Applications are accepted all year. Initial contacts with a full proposal.

International Paper Company Foundation
77 West 45th Street
New York, NY 10030
(212) 536-6580
Address for grant applications from company communities: c/o local company mill or plant manager.

Giving mostly in areas where there are company plants and mills. Grants provided for selected programs with potential national impact with a focus on precollege levels of economic and career education, and programs for minorities and women in engineering. Deadline is the previous summer for the next calendar year. Initial approach by letter, telephone or full proposal.

Johnson Controls, Inc.
Johnson Controls Foundation
P.O. Box 591
Milwaukee, WI 53201
(414) 228-2153
Contact: F.R. Klatt, Secretary

Provide educational funding on a national basis to both secondary and higher education institutions. Applications accepted all year. Initial contact to foundation by letter.

W. K. Kellogg Foundation
400 North Avenue
Battle Creek, MI 49016
(616) 965-1221
Contact: Joanne M. Drewno, Secretary

Funds for educational and charitable purposes. Aid limited to programs concerned with application of existing knowledge rather than research. Grants to institutions and agencies in North America, Latin America, Western Europe, and Australia. Supports pilot projects which, if successful, can be continued by initiating organization and emulated by other communities or organizations with similar problems. Current funding priorities include: Agriculture--Increasing world food supply and improving rural life; Education--Improving learning processes, strengthening the family, helping youth develop educational, career, and leadership potential, and enhancing lifelong learning in the adult years, and so forth. Program policy state and grant application guidelines available; initial approach by letter; submit one copy of proposal, board meets monthly.

Kresge Foundation, The
P.O. Box 3151
3215 W. Big Beaver Road
Troy, MI 48007-3151

The Kresge Foundation awards challenge grants toward projects involving (a) construction of facilities, (b) the renovation of facilities, (c) the purchase of major capital equipment or an integrated system at a cost of at least $75,000, and (d) the purchase of real estate. To encourage additional support, the applicant must raise whatever balance is needed to ensure full project funding. The Foundation does not grant initial funds or total project costs, but a portion of the costs remaining at the time of grant approval. Applications may be submitted any time throughout the year, but only once in an 12-month period.

J. E. and L. E. Mabee Foundation, Inc., The
2535 First Place
Tulsa, OK 74103
(918) 584-4286
Contact: C. D. Forrest, Secretary

Aids Christian religious organizations, charitable organizations, preparatory, vocational, and technical schools, institutions of higher learning, and scientific research; to support hospitals and other agencies and institutions engaged in the discovery, treatment, and care of diseases. Grants primarily to institutions in Oklahoma, Texas, Kansas, Arkansas, Missouri, and New Mexico. No grants to individuals. Initial approach by letter; submit one copy of proposal 30 days prior to board meeting; board meets quarterly in January, April, July, and October.

Merck Company Foundation, The
P.O. Box 2000
Rahway, NY 07065
(201) 574-4375
Contact: Miss Grace M. Winterling, President

Support of education, primarily medical; community funds, hospitals, health agencies, civic organizations, and colleges in localities where the Company has major operations; state and regional associations of independent colleges; a program for matching gifts of Company employees to colleges, secondary schools, and hospitals. Initial approach by letter.

Monsanto Fund
800 North Lindbergh Boulevard
St. Louis, MO 63166
(314) 694-4391
Contact: William F. Symes, President

General giving, principally for higher education, community funds, hospitals, and youth agencies, chiefly in cities in which the Company operates. No grants to individuals or for endowment funds. Report published annually. Grant application guidelines available in annual report; initial approach by letter or full proposal in one copy; board meets four to six times a year.

Morgan Guaranty Trust Company of
New York Charitable Trust
23 Wall Street
New York, NY 10015
(212) 483-2097
Contact: Robert F. Longley, Vice-President

Funding for general purposes; grants largely for higher education and local cultural, social, and medical institutions. Initial approach by full proposal in one copy; board meets every two to three weeks.

Norton Company
Norton Company Charitable Corporation
1 New Bond Street
Worcester, MA 01606
(617) 853-1000
Contact: Deborah Kaufman, Manager, Social Investments

Grants primarily given in company operating areas. No grants given to any project for which Norton is the only donor. Thirty-five percent of funding goes to education and most of this funding is contributed to schools from which students are recruited by Norton. Will fund equipment. Applications accepted throughout the year. Initial contact by letter of inquiry or proposal.

Olin Corporation
Olin Corporation Charitable Trust
120 Long Ridge Road
P.O. Box 1355
Stamford, CT 06904-1355
(203) 356-3301
Contact: Carmella V. Piacentini, Administrator

Both Corporation and Trust are interested in joining with industry in supporting the needs of high quality education so American business is assured of new knowledge; supply of educated workers; and an economic, social, and political environment in which it can survive and progress. Grants primarily given in company operating areas. Forty-two percent of funds go to education. Applications accepted between January and August. Initial contact by letter.

Oregon Community Foundation, The
1110 Yeon Building
Portland, OR 97204
(503) 227-6846
Contact: Edward H. Look, Executive Director

Funds to "meet educational, cultural, medical, research, social and civic needs in all areas and at all levels of society throughout the state." No grants to individuals or religious organizations. Report published annually. Grant application guidelines available; initial approach by letter; application form required; submit eight copies of proposal; application deadlines April 1 and September 1; board meets quarterly in January, June, November, and as required.

Parsons (Ralph M.) Foundation, The
1055 Wilshire Boulevard, Suite 1701
Los Angeles, CA 90017
(213) 482-3185

Within the interest area of higher education there is a strong emphasis on the fields of engineering, technology, science, medicine, law and business at institutions of recognized national stature. Student loans, development research, equipment and building modifications for special projects or programs will also be considered. The Foundation is willing to consider challenge funds to launch new projects and programs, which have the potential for becoming self-sustaining, or to secure program equipment and materials which will substantially extend and improve existing services. When applicable, the foundation prefers to support programs and projects that are innovative-- those that introduce new ideas, encourage inventiveness, and develop more productive methods. There are no stated deadlines.

Peat, Marwick, Mitchell Foundation, The
345 Park Avenue
New York, NY 10022
(212) 758-9700
Contact: James A. Morgan, Secretary

Support primarily for higher education, including an employee matching-gifts program. No grants to individuals or for athletic purposes. Report published annually. Initial approach by full proposal in one copy; submit proposal preferably between April and June; board meets semiannually in July and January.

Polaroid Foundation, Inc.
28 Osborn Street
Cambridge, MA 02139
(617) 577-4035
Contact: Marcia Schiff, Executive Director

Funds given primarily in Massachusetts, especially Boston and Cambridge. Will fund higher education by providing seed money and matching funds. No deadline for application. Initial contact by letter or proposal.

The Proctor and Gamble Company
The Proctor and Gamble Fund
P.O. Box 599
Cincinnati, OH 45201
(983) 562-2201
Contact: B.J. Nolan, Vice President and Secretary

Funding primarily in company operating areas. Education receives 60 percent of funds. Will provide funds for equipment. The Proctor and Gamble Fund provides local funding. Applications accepted throughout the year. Initial contact by letter of inquiry or full proposal.

SME Manufacturing Engineering Education Foundation
One SME Drive
P.O. Box 930
Dearborn, MI 48121
(313) 271-1500, Ext. 512
Contact: Dora L. Murray, Grants Coordinator

The operating philosophy of the Foundation in funding grant proposals is to assist a broad range of emerging manufacturing engineering and technology curricula towards ABET accreditation and assist the quality improvement of existing ABET-accredited manufacturing, engineering and technology programs or designated options. Deadline for grant is February 1.

Funding provided in 5 areas: capital equipment, student development, faculty development, curriculum, and research initiation. For capital equipment, the institution must match funds requested from foundation (at least (50%-50%).

Sloan, Alfred P. Foundation
630 Fifth Avenue
New York, NY 10020
(212) 582-0450
Contact: Albert E. Rees, President

Interests in science and technology, education, economics and management, and related problems of society. No grants directly to individuals or for activities in the creative or performing arts, religion, and the humanities, or for international programs; no grants or loans for building or endowment funds or operating budgets. Report published annually. Program policy statement and grant application guidelines available; initial approach by letter; submit one copy of proposal; board meets six times a year.

Tandy Corporation
Education Division
1400 One Tandy Center
Fort Worth, TX 76102-2805
(817) 390-3700
Contact: Grants Program Manager

Provide in-kind donations of products to individuals or institutions who are professional educators engaged in non- commercial teaching or research. Quarterly deadlines for applications. Request an application form in writing on letterhead.

Tektronix, Inc.
Tektronix Foundation
P.O. Box 500, 50-486
Beaverton, OR 97077
(503) 627-7084
Contact: Dianna Smiley, Executive Director

The majority of grants are given in Oregon and Washington. More than 50 percent of funding goes to education. Computer science departments and programs in physics and engineering are of primary interest to the foundation. Applications are accepted throughout the year. Make initial contact by letter.

United States Steel Foundation, Inc.
600 Grant Street, Room 2068
Pittsburgh, PA 15230
(412) 433-5238
Contact: James T. Hosey, Executive Director

Support to higher education, primarily the private sector, including college and university development grants, special purpose grants, project assistance, manpower development grants, and support to educational associations; scientific and research grants, including capital, operating, project, and research support. Grant application guidelines available; initial approach by proposal, telephone, or letter; submit one copy of proposal; board meets as required.

Westinghouse Educational Foundation
Westinghouse Education Center
Ardmore Boulevard and Brinton Road
Pittsburgh, PA 15221
(412) 256-5635
Contact: George E. Moore, Executive Director

Grants to colleges and universities for academic and development programs, almost exclusively in the fields of engineering and associated physical sciences, with maximum support of $50,000 per year for no more than a three-year period for any one institution; scholarships for children of employees; matching employee gifts; supports the annual Science Talent Search for high school seniors. No grants to individuals, for building or endowment funds, or operating budgets. Report published annually. Initial approach by full proposal in one copy; submit proposal in March or September; board meets semiannually in May and November.

Xerox Corporation
Xerox Foundation
P.O. Box 1600
Stamford, CT 06904
(203) 329-8700
Contact: Robert H. Gudger, Vice President

Most grants given in company operating areas. No grants given to community colleges. Educational grants fall into four categories: centers of learning excellence, minority education, science and technology, and liberal arts. Some in-kind donations are given. Applications are accepted all year. Make initial contact by letter or phone to request guidelines.

APPENDIX B

SAMPLE FORMS AND FIGURES

PROPOSAL DEVELOPMENT AND SIGN-OFF SCHEDULE

1. Proposal title: _____

2. Sponsor/Funding Organization: _____

_____ _____

3. Date due to Sponsor: _____

4. Proposal Manager/Writer(s):

_____

_____

_____

_____

5. Proposal Reviewer(s):

_____

_____

_____

_____

6. Proposal development procedures:

Event	Target Date	Sign-Off/Date
A. Administrative approval to write proposal	_____	_____/_____
B. First draft of technical section	_____	_____/_____
C. Budget worksheet prepared and submitted to business office	_____	_____/_____
D. Reviewer(s) critique and return draft to writer(s)	_____	_____/_____
E. Final technical and budget	_____	_____/_____
F. Administrative review and signatures obtained	_____	_____/_____
G. Camera-ready copy sent to duplication	_____	_____/_____
H. Completed proposal delivered to business office for mailing	_____	_____/_____

Figure 1.

OUTLINE OF A TYPICAL PROPOSAL

1. Title Page:

   Title of Proposal
   Funding Source
   Initiator
   Project Director
   Funding Period
   Total Funds Requested
   Date Submitted

2. Abstract

3. Introduction:

   Background and Organization
   Statement of the Problem
   Project Objectives

4. Plan of Action:

   Activities
   Tasks
   Time Line

5. Staffing of Project

6. Facilities

7. Evaluation

8. Budget

9. Capacity Statement

10. Resumes of Staff

Figure 2

ACTIVITY-TASK PLANNING SCHEDULE

Phase One _____

ACTIVITY	TASKS
#1.0	#1.1
	1.2
	1.3

Figure 3.

45

PROJECT TIME LINE

	1988												1989											
TASKS	J	F	M	A	M	J	J	A	S	O	N	D	J	F	M	A	M	J	J	A	S	O	N	D
1.1																								
1.2																								
1.3																								
1.4																								
2.1																								
2.2 (etc.)																								

CODE

— Milestone

— Interface

— Deliverable

Figure 4.

PERSONNEL UTILIZATION MATRIX

Name	Professional Title & Role in Project	Person Months By Phase I	II	III	Total Months
M. R. Smith	Chairman: Manage and control all project work	3.0	2.0	2.0	7.0
W. L. Jones	Associate: Conduct all classroom activities	4.0	3.0	3.0	10.0
G. S. Fields	Typist: Prepare all project materials	3.0	2.0	2.0	7.0
TOTALS		10.0	7.0	7.0	24.0

Figure 5.

SAMPLE FORMAT FOR BUDGET SUMMARY

BUDGET SUMMARY

CATEGORY		TOTALS
Salaries and wages		$_____
Professional	$_____	
Clerical	$_____	
Benefits		_____
Consultants		_____
Travel		_____
Equipment		_____
Books and printed materials		_____
Postage		_____
Telephone and phone equipment rental		_____
Duplication/media services		_____
Supplies and materials		_____
Other direct costs (specify)		_____
Subcontracting expenses		_____
Total Direct Costs		$_____
Indirect Costs (for overhead and administrative costs that are not part of the proposal, but are necessary for project operation)		_____
Total Costs		$_____

Figure 6.

PROPOSAL CHECKLIST AND EVALUATION FORM

	Revise	Approve	Comments
Title Page: Provides necessary information about project name, principal investigator, sponsor, requesting organization, address, date, etc.	( )	( )	( )
Abstract: Concisely summarizes request, significance of the project, objectives, methods, evaluation plan.	( )	( )	( )
Introduction: Describes applicant organization, background, mission, problem/need, relationship to proposed project, objectives, prior experience in area, potential benefits and outcomes.	( )	( )	( )
Plan of Action: Explains what will be done, order of events, techniques and processes to be used, relationship and outcomes of each element, time line, and evaluation.	( )	( )	( )
Staff: Describes who will staff project, their experiences, credentials, amount of effort and responsibilities.	( )	( )	( )
Facilities: Describes the facilities and equipment needed, available, to be purchased, its use, benefit and expected life.	( )	( )	( )
Evaluation: Describes how project will be monitored, measured, evaluated, what data will be collected, how analyzed and interpreted.	( )	( )	( )
Budget: Identifies each item of cost, includes indirect fees, tuition, equipment, etc. Indicates in-kind or matching resources. Well organized, reflects project scope and activities.	( )	( )	( )
Capacity Statement: Describes resources, past experience and abilities to carry out project. Describes management and monitoring systems in place.	( )	( )	( )
Resumes: Staff resumes are included, format is same or similar, and type is clear and readable.	( )	( )	( )
Other:	( )	( )	( )

Figure 7.

BEST COPY AVAILABLE

REFERENCES

Faddis, C. R.; Goff, S. J.; and Long, J. P. ***Funding Vocational Education in a Corrections Setting.*** Columbus: The National Center for Research in Vocational Education, The Ohio State University, 1986.

Guide to Department of Education Programs. Washington, DC: Government Printing Office, 1987.

Lauffer, A. ***Grantsmanship.*** Beverly Hills: Sage Publications Inc., 1977.

Larson, V. ***How to Write a Winning Proposal.*** San Diego: Classic House, 1986.

Kiritz, N. J. ***Program Planning and Proposal Writing.*** Los Angeles: The Grantsmanship Center, 1980.

Kiritz, N. J. ***Proposal Checklist and Evaluation Form.*** Los Angeles: The Grantsmanship Center, 1979.

T · H · E
OHIO
STATE
UNIVERSITY